

Literacy Haida Gwaii Community Literacy Plan (09/10)

Submission to 2010 Legacies Now

Approved by

Literacy Now Haida Gwaii Steering Committee & Literacy Haida Gwaii Board of Directors,
June, 2008

and

Haida Gwaii/Queen Charlotte School District Literacy Plan

Submission to the BC Ministry of Education

Approved by

Haida Gwaii Board of School Trustees, SD#50
June, 2008

Revised and expanded June 2009

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Literacy Haida Gwaii Community Literacy Plan and School District No. 50 (Haida Gwaii/Queen Charlotte District Literacy Plan)

Introduction

LiteracyNow! And 2010 Legacies Now! has supported Literacy Haida Gwaii with funding to prepare a community literacy plan.

British Columbia's Boards of Education are required, by legislation, to prepare and submit to the Minister of Education a District Literacy Plan with respect to improving the literacy of all citizens within the District and any other matters ordered by the Minister. District Literacy Plans are multi-year, annually updated, plans submitted to the Minister by July 15th each year.

The Ministry of Education requires that each school district collaborate with others within its communities to prepare a District Literacy Plan. The District Literacy Plan is to be—

- published
- prepared annually and submitted by July 15 of each year
- inclusive of education from early learning through adult learning
- consultative.

This joint Literacy Plan is a collaborative effort between Literacy Haida Gwaii and School District No 50 and involves a wide cross section of participants from all our island communities. Our belief is that *“learning happens in all kinds of situations and throughout life, and learners need a diverse range of services that response to individual circumstances. Community-based learning is flexible and responsive. Supporting communities to continuously review what is available and what can be improved in a variety of contexts is powerful and effective. The community-based approach allows input from the ground up, tailoring learning opportunities to help people participate in local community life. The community infra-structure provides a variety of doors to learning, so that people can get the skills they need in ways that work for them. The community is where learning happens. From **“Building Community Literacy from the Ground Up,”** Brenda Le Clair*

A District Literacy Plan is a statement of commitment by a school district to collaborate with key community stakeholders to improve literacy within their community. Built collaboratively on an evidence-based assessment of the needs and priorities of each community, District Literacy Plans will identify areas of focus for the improvement of literacy, describe strategic actions, including opportunities for improved access to literacy programs and services, and outline processes to monitor progress and make adjustments in order to improve literacy.

Community and District Context

Haida Gwaii/Queen Charlotte is a region of 4,275 (2001 Census) people with a rural population of 77.3%. Approximately 4.1% of the homes are non-English speaking, 33.7% are Haida (1996 Census). More than sixty percent of district students are from the Haida Nation; a few are from other First Nations. Most Haida students live in the reserve villages of Skidegate and Old Massett or in the village of Masset, a very few live in Queen Charlotte City, Sandspit, Port Clements or Tlell. An integral aspect of the school district is to honour and support the histories, culture and language of the Haida Nation. The school district has six schools with a total enrolment of 650 students, 10 administrators, 50 teachers and 37 support staff members.

Student enrolment has been on a steady decline since the year 2000. It is projected to decrease each year from present to 2010. This has challenged our Secondary schools to provide comprehensive programs with a workable timetable as the student enrolment in any given year and grade fluctuates.

Electronic School (schooling at home) provides a school choice and a functional path for students to feel successful in school. E-School has helped many students succeed in school between Grades 7 and 10 and gives them the confidence to go on to graduation. A school computer and a personalized curriculum are provided for each student. The student is able to work at his or her own pace, helped by a parent and weekly communications with the teacher.

The following community profile or "snapshot" for Haida Gwaii was prepared for the District Literacy Symposiums held in June, 2007:

Haida Gwaii/Queen Charlotte Islands is a remote archipelago of islands on the west coast of British Columbia that is home to about 5,000 people. The Haida Nation has continuously occupied Haida Gwaii/Queen Charlotte Islands for over 10,000 years and people of other descent have settled here over the last 150 years. Our population is divided into two distinct areas separated by a ninety-minute drive. The "north end" includes Masset, the Haida village of Old Massett, and Port Clements and the "south end" consists of Tlell, the Haida village of Skidegate, Queen Charlotte, and Sandspit.

Low literacy is one of the many socio/economic issues affecting the communities on Haida Gwaii. The decline of local logging and fishing industries has shown the need for increased literacy skills and educational upgrading in seeking alternate and new meaningful employment opportunities.

2006 data collected in the HELP (Human Early Learning Partnership) Early Child Development Project show that the vulnerability of children in School District 50 (Haida Gwaii) is higher than most areas of the province and, significantly, is higher than it was in 2001. 49.2% of SD50 children are vulnerable in at least one area of development; the highest vulnerability (29.2%) is in the area of language and cognitive development.

The data from provincial FSA (Foundation Skills Assessment) testing also indicate that SD50 students score consistently lower

than provincial averages. Recent results show that 61% of students entering grade eight meet or exceed reading comprehension standards; 58% meet or exceed numeracy standards. The six year Dogwood completion rate for non-aboriginal students is 75%; for aboriginal students the rate is 46%.

A range of needs emerges from this picture:

- for children to be better prepared for learning
- for students to be supported while in school and encouraged to complete high school
- for students who do not complete high school to have access to upgrading or skills training
- for parents to be empowered to support their children's education
- for adults to have access to literacy tutoring, adult basic education, skills training, and continuing education
- for adults to become active and contributing members of their communities
- for a community-based commitment to literacy and lifelong learning

The Literacy Assets Inventory shows that while many programs exist to address these needs, they are not available in all communities. In addition, barriers to participation, such as transportation and childcare, still exist.

Many of the strengths of Haida Gwaii's people cannot be measured. A rich oral tradition cannot be reflected on a Literacy Assets Inventory. Exposure to the land and sea and a profound awareness of the natural environment do not impact FSA scores. The value of the extended family, a strong sense of community, and well-developed professional partnerships cannot be shown on a map. These are the strengths we will build on to create more literate communities.

The Joint School District No 50 and Literacy Haida Gwaii Plan for Community Consultative Process

-Supported and encouraged participation in District Wide Literacy Symposia June 12, 2007 in Skidegate and June 13, 2007 in Old Masset. The symposia were attended by over 100 individuals from all island communities. The process included the development of community assets inventory and the identification of five general goal areas that the community process saw as basic to the developing community literacy plan. These areas included cultural literacy and integration, accessibility to programs, strength and confidence, resources, and services and programming. (Appendix #A and #B)

-Committed to supporting and working collaboratively with Literacy Haida Gwaii to continue the community consultation process started with the District Wide Literacy Symposium. Literacy Haida Gwaii co-ordinators for North and South end would continue interviewing, gathering community input, and holding follow-up meetings with a wide range of community literacy stakeholder groups. This process formalized in October, 2007.

-Contracted with former Literacy Co-ordinator and Literacy Haida Gwaii to complete the final Community/District Literacy Plan. \$10,000 of School District monies committed to this consultative process.

-Hired early learning co-ordinators to deliver an early learning program for all island communities. This program helped co-ordinate a wide range of activities that had been previously been delivered by a number of agencies and ensures the continuation and financial backing to deliver these programs.

-Met with and developed communication lines and commitment to work collaboratively with Northwest Community College and their new on-island college administrator. Both organizations will share information on community literacy needs and will work together when possible to help in the successful delivery of these services. The college plays an important role in delivering community literacy programs. The newly opened Kaay In'gaay Educational Centre at the Haida Heritage Centre in Skidegate and the college offices in Masset and Queen Charlotte City are providing courses in both vocational and academic areas. (November, 2007)

-Invited a number of island organizations to sit on a Steering Committee to review, guide and support the District and Community Literacy Plan. The groups represented on the Steering Committee include: Skidegate Band Council, Old Massett Village Council, Masset Village Council, Port Clements Village Council, Queen Charlotte Village Council, Moresby Island Management Committee, School District No 50, Northwest Community College, Literacy Haida Gwaii, Haida Gwaii Community Futures, Haida Gwaii Career Development Centre, and the Gwaii Trust Society. (November, 2007-May, 2008)

-Met with island educational administrators to gather their input on School District No 50 current literacy initiatives and suggestions for consultation with key literacy stakeholder groups. Written submissions from administrators are included in the district and community plan. (November, 2007)

-Held a series of lunch time and evening follow-up sessions inviting all those who attended the June, 2007 District Wide Literacy Symposiums to review the identified goals and current programs being offered island wide. In addition any new ideas or concerns for the District/Community Literacy Plan were gathered, noted and added to the plan. Four meetings were held in the communities of Queen Charlotte, Skidegate, Masset and Old Masset. 29 individuals attended these meetings and 45 individuals were contacted and interviewed by phone. (March, 2008)

-A plan was developed to deliver over 150 letters to a variety of businesses, government employee groups, youth organizations, and senior associations to again ask for input and response to the goals and focus of the District and Community Literacy Plan. Conversations were held when delivering the letters, individuals were asked to email responses or to fill out a community questionnaire that had been developed from the June Symposiums. Over 35 follow-up phone calls were made to businesses and employee groups. A wide variety of responses and ideas came from this process. This information has been included in the Community Literacy action plan. (April-May, 2008, revised 2009)

-Sent copies of District/Community Plan to school district administrative staff for review and final input. (May to June 2009)

-Literacy Now Steering Committee for Community/District Literacy Plan meets for final input and approval. Community/District Literacy Plan submitted to Literacy Now by July 15, 2009.

-Literacy Haida Gwaii Board meets for final input and approval of Community/District Literacy Plan. (June, 2008)

-Board of School Trustees School District No 50 meets for final input and approval of Community/District Literacy Plan and plan is submitted to Ministry of Education by July 15, 2009.

-Literacy Haida Gwaii organization appointed to act as steward for the Literacy Now funding and programs designated for year one, two and three of the action plan to be administered by this organization.

Overview of Goals and Objectives to Improve Community Literacy Making an Action Plan

The process of developing the goals, objectives and an action plan has been a year long commitment and has reached out to all segments of our Haida Gwaii community. The goals are organized under five broad areas that summarize the focus of the public responses and school district goals: cultural literacy and integration, accessibility, strength and confidence, resources, and services/programming.

The action plan below represents both easily attainable goals and activities and other more long term, *dreamed for* solutions to literacy objectives. The Steering Committee has listed at the end of the plan those areas that Literacy Now funding will first be directed to as guided by the results of the community profile and literacy inventory.

The action plan that follows reflects the Read Now BC requirements to cover the areas of early childhood, K-12 school age children, adult learners and aboriginal learners in an integrated way throughout this plan. All these areas of literacy learning are incorporated in the plan.

Cultural Literacy and Integration

Goal Statement #1 : Validate and acknowledge the importance of Haida cultural literacy amongst all islanders.

| Objective: work with Skidegate and Old Massett Village Councils and Educational leaders and School District No 50 Aboriginal Education Principal and Education committee to integrate local Haida cultural literacy | | | | | |
|---|---|--|------------------|---|---|
| Action | Who | Resources | Date | Success statement | Gathering information |
| For each literacy activity undertaken ask the question of how it can reflect local Haida and First Nations cultural history. | -Haida Education Council - SD#50 - Ministry of Education -Literacy Haida Gwaii | - Councils - SD#50 - existing Haida curriculum | To be determined | Haida and First Nations culture is embedded in all aspects of island literacy projects. | - participants - teachers - parents - Literacy Haida Gwaii co-ordinators |

Goal statement #2: Promote knowledge of the Haida language and culture as an integral part of island learning by working and sharing together.

| Objective: work with Skidegate and Old Massett Village Councils and Educational leaders and School District No 50 Aboriginal Education Principal and Education committee to make the Haida language and culture an intregal part of island learning. | | | | | |
|--|---|--|------------------|--|--|
| Action | Who | Resources | Date | Success statement | Gathering information |
| To support the Haida role model program in community literacy work | - Principal of Aboriginal Education -Literacy Haida Gwaii -Councils | - Councils - SD#50 - existing Haida curriculum | To be determined | Haida and elder role model program is expanded and used by island literacy programs | - participants - Literacy Haida Gwaii co-ordinators |
| To support the incorporation of Haida language in a variety of island community and school venues. These | SHIP (Skidegate Haida Immersion | Councils SD #50 Literacy Haida Gwaii | | Haida place names signs in all island communities. Haida words seen and spoken in restuarants and | SHIP Old Massett Language program |

Accessibility

Goal Statement #1 : Provide access for all to community literacy programs and use of a variety of activity places to reduce reluctance to access literacy resources.

Objective: work with councils, literacy partners, and educational systems to utilize traditional and non-traditional spaces in island communities to hold and offer literacy learning programs. Traditional and non-traditional spaces could include schools, colleges, libraries, coffee shops, businesses, homes, beach bonfires, long houses, community centres, health centres, visitor centres, and other creatively identified spaces.

| Action | Who | Resources | Date | Success statement | Gathering information |
|---|--|--|------------------|---|---|
| To interview and talk with potential literacy program participants about comfortable spaces for learning and transportation needs. | -Literacy Haida Gwaii -Health centre staff -Community futures | - Councils - SD#50 -libraries | To be determined | Programs offered in a variety of locals | - participants - Literacy Haida Gwaii |
| To work with Vancouver Island Regional Library, and local councils to increase the use of local library spaces and programs and to help establish a library in Old Massett. | Literacy Haida Gwaii Councils Vancouver Island Regional Library SD 50 | Literacy Haida Gwaii Councils Gwaii Trust Raise a Reader Foundation | | A wide range of literacy activities to happen in local libraries and a small library established in Old Massett Village. Libraries open for longer and reflect greater use | Literacy Haida Gwaii VIRL librarians VIRL head office staff |
| To advertise and promote libraries to the general public and to school students | Kuugin King Naay Skidegate Library | | | | |
| To create a learning spirit within the island communities through coalition. To help heal the negative memories of the residential school experience. | (Looking at Books House) | | | | |

Goal Statement #2 : Provide various forms of supported transportation so groups and individuals may participate fully in literacy programs and activities.

Objective: To work with community agencies to address and solve the problem of lack of transportation as a hindrance to individuals participation in literacy programs.

| Action | Who | Resources | Date | Success statement | Gathering information |
|---|---|--|------|--|---|
| <p>To implement a van/taxi transportation system for access to literacy programs</p> <p>To work with local ferries and busing agencies to use current transportation systems for literacy participants.</p> <p>To research the feasibility of leasing or purchasing a vehicle to support transportation to literacy activities. Some suggest we call it “Words on Wheels.”</p> <p>To support individuals in obtaining Class 4 driving licenses for transporting groups to events.</p> | <p>-Literacy Haida Gwaii SD 50 BC Ferries Local bussing companies</p> <p>Success By Six</p> | <p>- Councils - SD#50 -Gwaii Trust -Literacy Haida Gwaii</p> | | <p>Ferries and bussing companies join program to provide transportation subsidies or vouchers for travel to literacy activities.</p> <p>Haida Gwaii literacy networks with other island groups to provide solutions to travel gaps and perhaps shared use of available vans.</p> <p>A Literacy Bus with books, displays and seats travels to neighborhoods and communities</p> <p>Van transportation and drivers available for transportation to night classes and between village centres: Skidegate/QCC/Masset/Old Massett/New Town especially in the winter</p> | <p>Literacy Haida Gwaii co-ordinators</p> <p>-local program staff in early-child education and adult education programs</p> |

Goal Statement #3 : Work together to provide preschool opportunities including licensed day care where programs don't exist and enhance preschool and licensed day care programs that currently exist.

Objective: work with Skidegate and Old Massett Village Councils, early childhood educators, School District No 50, health agencies, and parent groups to acquire funding, help organize new pre-school programs and support existing programs.

| Action | Who | Resources | Date | Success statement | Gathering information |
|--|---|--|-----------------|---|---|
| <p>To find, hire and train qualified Early Childhood Educators.</p> <p>To investigate possible space availability for a pre-school is locations that have no pre-school</p> <p>To research all possible funding sources for early childhood preschools and programs.</p> <p>To support and assist in training for individuals offering family licensed day care.</p> | <p>NWCC CCRR Childcare Resource and Referral</p> <p>SD 50 Early Learning Co-or</p> <p>Infant Development Program</p> <p>-Supported Child Development</p> <p>Success by Six</p> <p>NWCC CCRR</p> | <p>- Councils -CCRR -grants -Gwaii Trust</p> | <p>Sep 2009</p> | <p>Haida and First Nations culture is embedded in all aspects of island literacy projects.</p> <p>All island communities will have available pre-school programs.</p> <p>Early childhood programs will be easy to access.</p> | <p>- participants - teachers - parents - Literacy Haida Gwaii co-ordinators</p> |

Goal Statement #4: Promote an awareness of literacy events, issues and programs in all communities of Haida Gwaii.

| Objective: To work with all the literacy partnership groups to reach every community member about the availability of community programs and educational opportunities using local electronic methods and other creative communication strategies. | | | | | |
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| Action | Who | Resources | Date | Success statement | Gathering information |
| <p>To work with literacy partnership groups to have literacy events published in newsletters, web pages, newspapers, email lists, school notices to parents, local TV scrollers, CFNR and CBC radio.</p> <p>Literacy Haida Gwaii's Community Outreach Coordinator worked very closely with SD50's early learning coordinators and assisted SD50 in promoting and increasing the communications and networks around literacy awareness.</p> <p>SD50 funded \$1000 towards the implementation of Dolly Parton's Imagination Library, where every child under 5 years of age, will receive one free book per month in the mail. This island-wide program, initiated by Literacy Haida Gwaii, will give each child equal opportunity for exposure to these</p> | <p>All literacy partner groups</p> <p>Literacy Haida Gwaii</p> <p>SD50 Literacy Haida Gwaii</p> | <p>Literacy Haida Gwaii</p> | <p>To be determined</p> | <p>Literacy events and articles appear weekly in Skidegate Newsletter, Old Masset Village Newsletter and the <i>QC Islands Observer</i>.</p> | <ul style="list-style-type: none"> - participants - teachers - parents - Literacy Haida Gwaii coordinators |

resources. This equal opportunity will greatly benefit not only each child, but each family on the islands. With ranging socio-economic backgrounds present on Haida Gwaii, this program will provide level and equal opportunity.

To hire an outreach worker with specific job of organizing and increasing the communications and networks around literacy awareness.

Strength and Confidence

Goal Statement #1: Create a culture of literacy in school that extends into the family and community

Objective: To promote a consistent district-wide approach to teaching literacy through the Smart Reading Program and other “best practices” strategies that support literacy development K-12 in School District No 50.

| Action | Who | Resources | Date | Success statement | Gathering information |
|---|--|-----------|----------|---|--|
| -Smart Reading workshops presented at All Island district workshops Sept, 2007 | - SD#50 | | | | SD 50 administrators -teachers -students |
| -Continue to train school based Smart Reading lead teachers | | | June, 08 | Selected teachers from each school attend training in New Westminster | |
| -Smart Reading Summer Institute was held on Haida Gwaii, August, 2008 | SD 50 | | Aug, 08 | Summer institute attended by significant number of teachers and interested parents | |
| -Include community partnership in the development of cultural inclusive materials for Smart Reading | SD 50 Villages/Band Councils artists | | | -Local Haida artists develop set of materials to accompany the Smart Reading Program. | |
| -Encourage oral literacy as a foundation for reading and writing through contact with aboriginal oral culture and storytellers. | SD 50 Early learning coordinators SD 50 | | Sept 08 | Students engage in oral story telling guided by aboriginal models. | |

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| <p>Continue the successful programs of PALS (Parents as Literacy Supporters, Welcome to Kindergarten).</p> <p>Continue best practices of Writing Samples, PWIM (Picture Work Inductive Model) Reading Fluency Program Power Reading Strategies, Reading and Writing Performance Standards, etc. as tools for improving literacy.</p> <p>Elementary schools participate in the Red Cedar Book Awards programs.</p> <p>-Continue to develop partnership with North West Community College (NWCC) for adult education.</p> <p>-In working with Old Massett Village Council, the Skidegate Band Council, Principal of Aboriginal Education and Haida Education Council (HEC) continue to improve the consultations</p> | <p>SD50 Community Libraries</p> <p>NWCC</p> <p>Village councils HEC Principal of Ab/Ed</p> | <p>SD 50 orders books</p> | <p>PALS sessions are delivered in all schools and participation of parents/care givers is 90%+</p> <p>Teachers use Smart Reading as basic program and supplement literacy skill development with one other best practice strategy.</p> <p>All intermediate classes encourage individual and class readings from Red Cedar Book Lists</p> <p>District celebration for Red Cedar Book awards</p> <p>Anti-racism policies, programs and procedures are developed and increase the awareness and respect of all School Board staff, volunteers and students.</p> | |
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| <p>with Haida Nation to develop and deliver educational programs and services to First Nation students.</p> <p>SD50 partnered with Literacy Haida Gwaii and QCI Arts Council in November 2008 to bring Richard van Camp, a Dogrib Nation author and storyteller to Haida Gwaii. He presented traditional stories to all schools in the District with three evening presentations in two Haida communities and Sandspit, a fairly isolated small community</p> <p>-Coordination between schools is assisted by a Literacy Link person in every school. These individuals serve on the District Literacy and Numeracy Committee.</p> | <p>SD 50/LHG</p> | | | <p>The programs of Aboriginal Mentoring, Haida Role Model Programme, Aboriginal Day, the Educational Plan, and Roots of Empathy are visible and increase respect and cultural awareness for both school and community</p> <p>All schools identify a Literacy Link person and meetings are attended and feedback is gathered around literacy issues.</p> | |
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Goal Statement #2: Improve student performance in reading and writing throughout School District No 50

Objective: To support early intervention, cross grade programs, student and parent programs and assessment tools and practices as a means to improving student performance in reading and writing.

| Action | Who | Resources | Date | Success statement | Gathering information |
|--|---------------------------------------|-----------|------------------|---|-----------------------|
| -Place continued emphasis on early intervention so that all children are reading before they enter Grade Four unless they have an Independent Educational Program (IEP) | SD 50 -teachers -parents | | To be determined | -Assessment results show reading success at Grade Four level | |
| -Continue to participate in the EDI, Early Development Instrument research | UBC EDI team Kindergarten teachers | | | -EDI indicators show improvement in early childhood measures as reported in EDI Mapping | |
| - Continue cross-grade literacy programs of Buddy Reading and Readers' Theatre | | | | All elementary schools have some classes buddy up for reading and literacy activities | |
| -Literacy skills will be taught in all grades and in all content areas and teachers will have access to in-service opportunities to give them the capacity to do this effectively. | SD 50 Smart Reading Coordinator | | | All teachers consider themselves teachers of reading and writing | |
| -Continue with local assessment practices such as writing samples and the Smart Reading assessment tools | | | | | |

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| <p>-Choose tools for assessment that can be used both formatively and summatively throughout the district.</p> <p>-Use the results from both district and provincial assessment tools to inform both school plans and classroom practice.</p> <p>-Continue to support Homework Nights established within the schools and community</p> <p>-Develop strategies to promote the active participation and involvement of all parents in curricular and extra-curricular education of their children.</p> <p>Literacy Haida Gwaii continues to support SD50 in providing homework assistance after school for ALM students in Sandspit. Students from grades 5 to 10 can seek academic help once a week after school in any subject from a tutor paid by Literacy Haida Gwaii. Nutritional snacks and drinks are also provided for the students.</p> | <p>SD 50 Literacy Haida Gwaii parents</p> | | | <p>Regular homework sessions available for each island high school</p> <p>-Each school presents one instance of parent involvement in parent clubs, parent spaces in schools, parent volunteer workshops, or other such parent involvement activity.</p> | |
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Goal Statement #3: Maintain and expand district, family and community support for literacy in all schools in Haida Gwaii/Queen Charlotte.

Objective: To continue and expand successful school district programs and literacy partnerships in support of literacy for all in Haida Gwaii/Queen Charlotte schools and within school literacy programs.

| Action | Who | Resources | Date | Success statement | Gathering information |
|--|---|-----------|-------------------------|--|---|
| <p>- to continue the Strong Start Learning Centre at Tahayghen School and expand to AL Mathers and Sandspit</p> <p>-to continue the partnerships with Literacy Haida Gwaii and other community partners to encourage and assist in the promotion of adult and family literacy.</p> <p>-encourage schools to provide teacher-librarians and to foster relationships with public library systems</p> <p>-support district personnel to coordinate literacy in all schools</p> <p>-continue to hold events which will bring parents and other community members into the school to celebrate literacy</p> | <p>- SD#50 -Early learning coordinators - Ministry of Education -Literacy Haida Gwaii</p> <p>VIRLibraries Kuugin King Naay Skidegate Library (Looking at Books House)</p> | | <p>To be determined</p> | <p>-Families attend and react positively to Strong Start centres in two island communities</p> | <p>- participants - teachers - parents - Early Learning Coordinators.</p> |

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| <p>-bring members of the community into the school to become effective partners and advocates for literacy and student learners.</p> <p>Literacy Haida Gwaii organized a story writing contest for all SD50 schools in celebration of Queen Charlotte’s 100th anniversary of Hospital Day in June. Several students took part in the writing challenge with the encouragement and support of teachers and parents. The result was an overwhelming 75 student entries ranging from kindergarten to high school. Some winning entries were framed and displayed at the Queen Charlotte hospital as a way of recognition of the students’ literary efforts.</p> <p>Partnering with Literacy Haida Gwaii has allowed SD50 to expand its focus on family and community literacy. We co-hosted two events – “Internet Safety Awareness” workshop for parents (one workshop each at north and south</p> | <p>LHG</p> | | | | |
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| ends) and “Environmental presentation with educator and author Rochelle Strauss (two community events and two Pro-D for teachers, north and south). These events brought parents and other community members into the school to celebrate literacy. | | | | | |
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Goal Statement #2: Establish and staff education learning centres in designated communities and places

Objective: work with literacy partnership groups to study the feasibility of supporting and staffing learning centres by either expanding what already exists or identifying new space and centres if needed

| Action | Who | Resources | Date | Success statement | Gathering information |
|--|---|---|-----------------|--|---|
| <p>To investigate with school district, college and libraries how educational learning centres are working in all communities and support and expand services to meet identified needs of island learners</p> <p>To provide for outreach workers to support learning centres and island programs by assisting in a wide range of ways leading to success.</p> <p>To investigate a place and program that will allow for adults and youth to take just one course of study. (Now students over 19 funded on a course by course basis in the school system.)</p> | <p>-Haida Education Council</p> <p>- SD#50</p> <p>- Ministry of Education</p> <p>-Literacy Haida Gwaii Libraries NWCC</p> | <p>- Councils</p> <p>- SD#50</p> <p>- Northern Savings Credit Union</p> <p>-Gwaii Trust</p> | <p>Sep 2009</p> | <p>Present learning sites supported with additional staffing and open for longer periods of time.</p> <p>NWCC, VIRL, School District No 50, Community Futures, Haida Gwaii Career Development Centre, village and band councils work together to share learning space.</p> <p>Students experiencing more success with outreach worker support and help meeting educational and personal needs.</p> | <p>- participants</p> <p>- teachers</p> <p>- parents</p> <p>- Literacy Haida Gwaii coordinators</p> |

Goal Statement #3: Provide counselling services to adults and children who express a need for this assistance

Objective: work with village councils, health agencies, community members and educators to increase counselling services available to island residents and student and to develop peer counselling networks for youth and adults.

| Action | Who | Resources | Date | Success statement | Gathering information |
|---|---|--|------|--|--|
| <p>To work with community agencies to acquire needed counselling and social services specialists to deliver needed service for all age levels.</p> <p>To hire an individual to take data from community surveys, prove need for services, find and expand funding, co-ordinate joint systems (education/ health/literacy) for hiring needed counselling services.</p> <p>To work with the school system, teen organizations and councils to develop a program for peer counselling and adult mentoring programs.</p> <p>To offer Nobody's Perfect or a similar parenting program for help to parents in dealing with behaviour issues within the family and at school</p> | <p>-Haida Education Council - SD#50 - Ministry of Education -Literacy Haida Gwaii</p> | <p>- Councils - SD#50 -Community health agencies -SD 50 Employee Assistance Program</p> <p>Gordon Neufield work on connecting with youth</p> | | <p>Additional counsellors hired and more specialists travelling to Haida Gwaii to attend to counselling related issues.</p> <p>Community cultural events put aside a designated number of tickets for students accompanied by an adult mentor.</p> <p>Students talk with identified peer counsellors who they trust and respect.</p> <p>Students meet with adult mentors "aunties" "uncles" Big Brother, Big Sister who help with personal growth.</p> | <p>-health care staff -participants - teachers - parents - Literacy Haida Gwaii coordinators</p> |

Goal Statement #4: Educate and inform our island community on the importance of early intervention and early learning to the future success of all students

Objective: work with island partnership groups, especially Success by Six and the Early Learning program of School District to support and expand the early childhood education of children, parents, and Haida Gwaii citizens to the importance of early learning for all children and what parents and community adults can do to support early childhood education.

| Action | Who | Resources | Date | Success statement | Gathering information |
|--|--|-------------------------------------|-----------------|---|--|
| <p>To support and expand present programs offered on island.</p> <p>To continue to educate the citizens as to the importance of early childhood education by awareness programs at festivals, events, in newspapers, and by word of mouth</p> <p>To investigate and obtain funding for the implementation of the Imagination Library book program at the same time continuing to support our local Books for Babies program.</p> | <p>-Haida Education Council - SD#50</p> <p>- Ministry of Education -Literacy Haida Gwaii Early childhood educators CCRR Success by Six</p> <p>Literacy Haida Gwaii Early learning SD50</p> | <p>- Councils - SD#50 -</p> | <p>Sep 2009</p> | <p>Young parents bring their children to island literacy events in community and school spaces.</p> <p>The Imagination Library program of mailing monthly books to children has begun on island.</p> <p>New parents and babies continue to receive a book at birth.</p> | <p>- participants - teachers - parents - Literacy Haida Gwaii coordinators</p> |

Goal Statement #5: Research and find a wide variety of additional financial resources for supporting long term literacy programs and activities on Haida Gwaii

Objective: To not only research the availability and apply for new sources of funding but to help all the literacy partnerships review sources of funding to help consolidate and work together for the most efficient use of literacy program dollars.

| Action | Who | Resources | Date | Success statement | Gathering information |
|---|--|-----------------------|----------|---|--|
| To meet with literacy partnerships to find areas of overlap and possible program combination. | -Haida Education Council (HEC) | - Councils - SD#50 | Sep 2009 | Groups combine to offer similar programs in one venue. | - participants - teachers - parents - Literacy Haida Gwaii coordinators |
| To work with Gwaii Trust to investigate the possibility of long term commitment of Gwaii Trust dollars to island literacy initiatives. | - Ministry of Education -Literacy Haida Gwaii | | | Gwaii Trust commits to ongoing, yearly financial monies for specific literacy programs. | |
| To investigate the community donation program of island businesses for the possibility of long term or yearly donations to support literacy programs. | -Gwaii Trust | | | Northern Savings Credit Union, the local Schizophrenic Society, and the Coast Sustainability Trust all commit money resources to fund literacy program on Haida Gwaii | |
| Resources for School District No 50 programs come from special monies set aside for Literacy. The SB Literacy committee sets direction for in-service and resource purchases. | Island Chamber of Commerce Success By Six Local businesses | | | | |
| | SD 50 Ministry of Education funding | | | | |

Services/Programming

Goal Statement #1: *Raise the awareness, capacity and confidence with parents to become active partners in their children’s learning.*

Objective: Working with School District No 50, parent groups and organizations, and early childhood educators bring a variety of programs and activities to parents to help them understand the importance of their partnership in their child’s learning recognizing that social issues have an impact on learning.

| Action | Who | Resources | Date | Success statement | Gathering information |
|---|---|--------------|------|---|--|
| To continue to deliver effective/successful programs in preschool development and early schooling for parents | Infant Develop Program Public Health Nurse-SD50 Early Learning | Strong Start | | PALS, Ready Set Learn, Mother Goose, Welcome to Kindergarten and Strong Start were successfully run programs this year. | - participants - teachers - parents - Literacy Haida Gwaii coordinators |
| To hire an outreach worker with the specific task of reaching parents who may have dropped out of school or who are not a part of community programs. | Literacy Haida Gwaii | | | Outreach worker helps connect ten young parents to community and family literacy programs | |
| To continue to work towards the education of all island individuals in the importance of supporting and encouraging educational opportunities for youth and adults. | -CCRC child care outreach program Ngystle Society Skidegate | | | Extended family members bring children to educational and literacy sponsored events | |
| To work with the health care system to continue an island wide education program to prevent on the effects of Foetal Alcohol | Health Care workers and | | | A small group of trained teenage students hold informed discussions and sessions with their peers around issues of “No Safe | -health care staff -students |

| | | | | | |
|--|---|--|--|--|--|
| <p>(FASD) and the importance of healthy pregnancies.</p> | <p>Public Health Nurse</p> | | | <p>Time. No Safe Amount” using ActNow BC health materials.</p> | |
| <p>To sponsor activities around reducing TV time and replacing it with family and literacy activities.</p> | <p>Literacy Haida Gwaii SD50 Early Learning</p> | | | <p>15% of island families participate in Turn Off the TV week and children report on alternate activities.</p> | |
| <p>To work with the community nurse and early childhood educators to prepare a pamphlet to give parents simple information on reading to their children at various ages.</p> | <p>Infant Develop. Programme Community Health Care Nurses</p> | | | <p>Public health nurses distribute early “reading with your children” pamphlet to new parents and parents they visit</p> | |
| <p>To help develop programs for parents and their children making transitions within the school system for success.</p> | <p>Principal of Aboriginal Education</p> | | | | |
| <p>Transition from Grade 7 to Grade 8 and Grade 10 with provincial exams and moving into Senior Secondary</p> | <p>SD 50 Sec and Elem principals Parent groups</p> | | | <p>95% of Grade 8 students complete their first year of Secondary School successfully.</p> | |

Goal Statement #2: Improve essential employability skills to a level of basic employability

| Objective: to work with the literacy partnership to support and improve the local employability skills with the purpose of preparing local students to join the local work force. | | | | | |
|--|--|-------------------------------|----------|---|---|
| Action | Who | Resources | Date | Success statement | Gathering information |
| To promote and market the TOWES (Test of Workplace Essential Skills) Hire an outreach worker to assist in preparing students for the TOWES or other workplace placement tests. | -Haida Education Council - Ministry of Education -Literacy Haida Gwaii | - Councils - SD#50 | Sep 2009 | | - participants - teachers - parents - Literacy Haida Gwaii co-ordinators |
| To support the development and delivery of both life skills and social skills in adult basic education programs | NWCC | NWCC | | Ten students participated in life and social skills training sessions in both North and South. | |
| To hire an outreach worker to work with Adult Basic Education programs and to provide a work experience component to those programs. | NWCC | | | Students attending ABE programs chose to participate in short term work experience as part of their program | |
| To work with local financial institutions to provide financial literacy programs. To work with the schools to offer this program to young adults with attention to financial planning, credit card use and managing money. | Northern Credit Union Literacy Haida Gwaii Debbie MacMillan Manager NSCU | Northern Savings Credit Union | | Literacy Haida Gwaii staff assist 7 adults take the computer financial training at the local credit union Students choose not to abuse credit card privileges. | -banking community |

| | | | | | |
|--|----------------------|----------------------|--|--|--|
| To make our communities look like reading communities by planning events where families and communities share reading. | Literacy Haida Gwaii | Literacy Haida Gwaii | | People are seen reading at community events, in coffee shops, in airports, in schools and pre-schools. | |
|--|----------------------|----------------------|--|--|--|

Goal Statement #3: Work together to improve and expand opportunities for island youth to participate in educational and literacy based programs and activities.

Objective: Work with community literacy partners and island youth to plan, identify, co-organize and assist island youth with activities around education and literacy.

| Action | Who | Resources | Date | Success statement | Gathering information |
|--|---|--|----------|--|---|
| To work with teen youth program coordinators and island youth to identify programs, ambitions and dreams for island youth. | -Haida Education Council - SD#50 - Ministry of Education -Literacy Haida Gwaii | - Councils - SD#50 -Teen Centre co-ordinators and boards | Sep 2009 | | - participants - teachers - parents - Literacy Haida Gwaii co-ordinators |
| To review previous youth conference reports and youth surveys for direction and plan an all island youth symposium if there is interest and student leadership willing to help organize and run the event. | Island Teen Centre Co-ordinators GMD and QQSS student Councils | Gwaii Trust | | | |
| To work as a community to decrease school drop-out rates and to engage in a program to re-admit non-grads who are a few | Literacy HG SD 50 | | | Four students work for and obtain their Dogwood certification with help from outreach worker and school officials. | |

| | | | | | |
|---|--|--|--|--|--|
| <p>credits short of obtaining their Dogwood School Certificate.</p> <p>To enlist the help of young people to present drama workshops, storytelling, elder knowledge sharing, community art displays, community banners, public poetry read or posted, sidewalk sayings, music events, game show format, locally produced and published books.</p> <p>To support and organize summer reading programs.</p> | <p>Teen Centres</p> <p>Community Drama groups and teachers</p> <p>Literacy HG</p> <p>Councils SD 50</p> <p>Principal of Aboriginal Education</p> | | | | |
|---|--|--|--|--|--|

The Community Literacy Plan goals for the 2009-2010 program as taken from the planning framework and decided by a meeting of the Steering Committee will be:

- to see the goals of Haida cultural literacy and promoting Haida language as integrated into all actions and plans**
- to educate and inform Haida Gwaii communities on the importance of early intervention for literacy success**
- to provide transportation and child care when these services are needed to participate in literacy programs**
- to support learning centres**
- to raise awareness, capacity and confidence of parents as partners**
- to support opportunities for youth and youth counselling**

Where applicable, explanation of the alignment between existing or developing Community Literacy Plans and the District Literacy Plan.

- 1. Community cultural literacy and integration plans align with School District No 50's goal of improving academic and social success for Haida students which includes a variety of initiatives for Haida and First Nations images, stories, art, and modelling and mentoring adults as part of the district program**
- 2. The District is always looking for successful learning spaces for our programs and we will work with Literacy Haida Gwaii to make spaces in our learning centres and schools available for community programs.**
- 3. The District Early Learning Initiative developed from close alliances with Literacy Haida Gwaii and personnel continue to support community initiatives around early learning and developing and strengthening parent support of school and community literacy programs.**
- 4. School libraries and community libraries work together to promote literacy. We are pleased to support a joint school/VIR Library space in our new school and community centre being built in Port Clements.**
- 5. The School District's technology programs, computer literacy, and student publications and presentations using desk-top publishing and power-point presentations fit with the Community Literacy Plan for computer literacy. The School District supports using the latest teleconferencing ideas to not only access off island professional development opportunities but also to help groups meet via teleconferencing without leaving their community.**
- 6. The District Literacy Program includes communication strategies to work between home and school, parallel work by Community Literacy programs will enhance and strengthen both networks and information distribution and communication.**
- 7. The District's commitment to the SMART Reading program is a long term commitment. Parent and community understanding and education to the goals and strategies of this program can be reinforced with Community Literacy plans around encouraging parents to become active partners in their children's learning.**
- 8. Secondary school's work experience programs and the literacy skills of interviewing, resume writing, letters of application and reading in the workplace are ways the school system is helping with essential employability skills. District literacy continues to focus on reading and writing at all age levels and in a multitude of genres.**

Community Literacy Plan/ Literacy Now Funding Budget for 2009-2010

| Line Item Expenditures | Total Cost (\$) | Revenue & In-kind contributions (\$) | Amount from Literacy Now (\$) |
|--|------------------------|---|--------------------------------------|
| Wages & Salaries Community Literacy Coordinator: - \$41,925 Outreach/Facilitator Contracts - \$2,100 Paid tutors for programs - \$1,600 Book-keeper: \$2,050 | 47,675 | 30,075 | 17,600 |
| Professional Fees Visiting authors/trainers workshops <i>(includes air & land travel)</i> | 4,000 | 2,500 | 1,500 |
| Travel & Accommodation Costs Mileage & program travel assistance - \$4,850 Accommodation for visiting authors/trainers \$1,050 | 5,900 | 3,525 | 2,375 |
| General Program Costs Materials & supplies - \$6,000 Printing & Communications \$9,930 | 15,930 | 7,280 (advertising revenues from local businesses) 4,150 (other funding) | 4,500 |
| Facilities & Equipment Rental of hall/meeting rooms - \$720 Office space rental - \$3,500 Telephone service - \$900 | 5,120 | 3,500 (Career Development Centre - in kind) 810 (other funding) | 810 |
| Other Costs Volunteer tutors - \$3,200 Board Expenses: \$800 Cultural celebrations, honorariums & provision of snacks for workshops/programs \$2,400 Subsidized learners transportation & | 8,855 | \$3,200 (volunteer tutoring time - in kind) \$2,740 (other funding) | 3,215 |

| | | | |
|------------------------|--------|--------|--------|
| childcare - \$2,455 | | | |
| Total | 87,480 | 57,480 | 30,000 |

Appendix A Literacy Assets in our Communities

| Prenatal & Perinatal | Birth to 5 yrs | KG to G3 | Grades 4 – 7 | Grades 8 – 9 | Grades 10 -12 | Young adults | Adults | Seniors |
|--|---|---|---|---------------------------------|---------------------------------|---|---|-------------------------|
| MASSET (Available to residents) | | | | | | | | |
| Books for babies | Strong Start (Sept 07) Ready Set Learn | Tahayghen Elementary - Welcome to KG - PALS | Tahayghen Elementary PAC - Birthday books | GM Dawson Secondary | GM Dawson Secondary - ebus | NWCC - Career & College prep - essential skills for work (fundamental & intermediate) | NWCC - Career & College prep - essential skills for work (fundamental & intermediate) | Flo Pordue Seniors prog |
| | IDP CCRR prog - Playgroups | | Tidal Element teddy bear transition | | | | | |
| | Mother Goose (in demand) Books for babies | | Red Cedar Book Club | | | | Parent Education workshops | |
| | Speech & language pathologist Supported Child Dev. Infant Dev. Prog (B-3 yrs) | Speech & language pathologist Supported Child Dev. | Speech & language pathologist Supported Child Dev. | | | Job placement prog Teen Centre Transition House | Job placement prog Adult Learning Centre | |
| Vancouver Island Regional | (VIRL) | (VIRL) - summer reading prog | (VIRL) - summer reading prog | (VIRL) - summer reading prog | (VIRL) - summer reading prog | (VIRL) | (VIRL) | (VIRL) |

| | | | | | | | | |
|----------------|--|--|--|--|--|--|--|--|
| Library (VIRL) | | | | | | | | |
|----------------|--|--|--|--|--|--|--|--|

| Prenatal & Perinatal | Birth to 5 yrs | KG to G3 | Grades 4 – 7 | Grades 8 – 9 | Grades 10 -12 | Young adults | Adults | Seniors |
|--|--|---|---|---|---|---|------------------------------|------------------------------|
| MASSET (Available to residents) | | | | | | | | |
| | Haida Language | Haida Language | Haida Language | Haida Language | Haida Language | Haida Language | Haida Language | Haida Language |
| | Tidal Elements Whole school Tow Hill | | | | | Haida Gwaii Career Centre | Haida Gwaii Career Centre | Haida Gwaii Career Centre |
| e-Learning | e-Learning | e-Learning | e-Learning | e-Learning | e-Learning | e-Learning | e-Learning | e-Learning |
| | | Rediscovery Moresby Adventure Camp (Talangsdlang) | Rediscovery Moresby Adventure Camp (Talangsdlang) | Rediscovery Moresby Adventure Camp (Talangsdlang) | Rediscovery Moresby Adventure Camp (Talangsdlang) | Rediscovery Moresby Adventure Camp (Talangsdlang) | | |

| Prenatal & Perinatal | Birth to 5 yrs | KG to G3 | Grades 4 – 7 | Grades 8 – 9 | Grades 10 -12 | Young adults | Adults | Seniors |
|--|---|--|---|-------------------------------|---------------------|---|---|--|
| OLD MASSET (Available to residents) | | | | | | | | |
| Books for babies | Wednesday am Playgroup - Ready Set Learn Mother Goose (in demand) Pregnancy breastfeeding outreach CCRR | Chief Matthews School - Welcome to KG - PALS | Chief Matthews School Girl's Group HHC | GM Dawson Secondary | GM Dawson Secondary | Adult Learning Centre SFU - Haida Language classes Haida Health Centre | Adult Learning Centre SFU - Haida Language classes Haida Health Centre | Adult Daycare prog SFU - Haida Language classes Haida Health Centre |
| Baby Welcoming Feast | Chief Matthews Preschool | PHN | PAC Parent Club | GM Dawson Secondary - ebus | | Community Classroom SD | Chief Matthew School - Parent library - Parent workshops | |
| | Strong Start (Sept 07) | Haida Language | HGRS | HGRS | HGRS | HGRS Apprenticeship - carving with Christian White - weaving | HGRS Apprenticeship - carving with Christian White - weaving | Apprenticeship - carving with Christian White - weaving |
| | Out of school care | | | | | | | |
| | Old Masset Family Centre - toy lending library (books) | | | | | | | |

| Prenatal & Perinatal | Birth to 5 yrs | KG to G3 | Grades 4 – 7 | Grades 8 – 9 | Grades 10 -12 | Young adults | Adults | Seniors |
|--|--|---|---|---|---|---|---|---------|
| OLD MASSET (Available to residents) | | | | | | | | |
| | Speech & language pathologist Supported Child Care Infant Dev. Prog (B-3 yrs) IDP | Haida songs/stories (K-4 curriculum) Speech & language pathologist Supported Child Dev. | Speech & language pathologist Supported Child Dev. | HGRSJ | HGRSJ | HGRSJ Dance group | HGRSJ Economic Dev. OMVC Education Language Nest SFU Language | |
| | | Rediscovery Moresby Adventure Camp (Talangsdlang) | Rediscovery Moresby Adventure Camp (Talangsdlang) | Rediscovery Moresby Adventure Camp (Talangsdlang) | Rediscovery Moresby Adventure Camp (Talangsdlang) | Rediscovery Moresby Adventure Camp (Talangsdlang) | | |

| Prenatal & Perinatal | Birth to 5 yrs | KG to G3 | Grades 4 – 7 | Grades 8 – 9 | Grades 10 -12 | Young adults | Adults | Seniors |
|---|--|---|---|-------------------------------------|-------------------------------------|--------------|--------|-------------------|
| PORT CLEMENTS/TLELL (Available to residents) | | | | | | | | |
| Books for babies | Port Playgroup - Ready Set Learn Mother Goose (in demand) | Port Clements Elementary - Welcome to KG - PALS | Port Clements Elementary PAC - Scholastic book orders | GM Dawson Secondary or QC Secondary | GM Dawson Secondary or QC Secondary | | | Port Seniors Club |
| | Friday am Playgroup | | Red Cedar Book Club | | | | | |

| | | | | | | | | |
|--|---|---|---|--------|--------|--------|--------|--------|
| | Ready Set Learn IDP | | | | | | | |
| | Speech & language pathologist Supported Child Care Infant Dev. Prog (B-3 yrs) | Speech & language pathologist Supported Child Care | Speech & language pathologist Supported Child Care | | | | | |
| Vancouver Island Regional Library (VIRL) | (VIRL) | (VIRL) | (VIRL) | (VIRL) | (VIRL) | (VIRL) | (VIRL) | (VIRL) |

| Prenatal & Perinatal | Birth to 5 yrs | KG to G3 | Grades 4 – 7 | Grades 8 – 9 | Grades 10 -12 | Young adults | Adults | Seniors |
|---|--|--|---------------------------|---------------------|--|---|--|----------------|
| SKIDEGATE (Available to residents) | | | | | | | | |
| Pregnancy breastfeeding outreach | Pregnancy breastfeeding outreach CCRR | Sk'aadgaa Naay Elementary - Welcome to KG - PALS - French | Sk'aadgaa Naay Elementary | QC Secondary | QC Secondary - Mentor prog - English skills dev. - Roots of empathy | NWCC - Career & College prep (proposed Oct 07) Literacy for entrepreneurs | NWCC - Career & College prep (proposed Oct 07) 1-on-1 literacy tutoring available. No adult learners participating | Adult Day prog |
| Infant Dev. prog | | Rediscovery Moresby | Rediscovery Moresby | Rediscovery Moresby | Rediscovery Moresby | Rediscovery Moresby | | |

| | | | | | | | | |
|---|---|---|---|--|--|-----------------------------------|-----------------------------------|--------------------------------------|
| | | Adventure Camp (Swan Bay) | Adventure Camp (Swan Bay) | Adventure Camp (Swan Bay) | Adventure Camp (Swan Bay) | Adventure Camp (Swan Bay) | | |
| | | Girl Guides (Sparks & Brownies) Summer School | Girl Guides (Sparks & Brownies) Summer School | Haida Gwaii Youth Society Teen Centre | Haida Gwaii Youth Society Teen Centre | | | |
| Books for babies | Speech & language pathologist Supported Child Care | Speech & language pathologist Supported Child Care | Speech & language pathologist Supported Child Care | Homework Hangout | Homework Hangout | | Parent Education Workshops | 1-on-1 Literacy tutoring (1 learner) |
| | | Salmonid Enhancement | Salmonid Enhancement | Salmonid Enhancement | Salmonid Enhancement | | | |
| Prenatal & Perinatal | Birth to 5 yrs | KG to G3 | Grades 4 – 7 | Grades 8 – 9 | Grades 10 -12 | Young adults | Adults | Seniors |
| SKIDEGATE (Available to residents) | | | | | | | | |
| Vancouver Island Regional Library (VIRL) | (VIRL) | (VIRL) - summer reading prog | (VIRL) - summer reading prog | (VIRL) - summer reading prog | (VIRL) - summer reading prog | (VIRL) | (VIRL) | (VIRL) |
| | | Out of School prog SHIP | Out of School prog SHIP | | | Adult Learning Centre SHIP | Adult Learning Centre SHIP | SHIP |
| | Headstart Ready Set Learn | Living & Learning School | Living & Learning School | 1-on-1 Literacy tutoring (2 learners) | Islands Women Society (IWS) | IWS | IWS | IWS |

| | | | | | | | | |
|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | Skidegate Daycare | | | | | | | |
| Aboriginal Children's Library | Aboriginal Children's Library | Aboriginal Children's Library | Aboriginal Children's Library | Haida Heritage Centre |
| | Preschool | Haida Heritage Centre | Haida Heritage Centre | | | | | |
| | Nursery | | | | | | | |

| Prenatal & Perinatal | Birth to 5 yrs | KG to G3 | Grades 4 – 7 | Grades 8 – 9 | Grades 10 -12 | Young adults | Adults | Seniors |
|---|---|--|---|---|--|-----------------------|---|----------------|
| QUEEN CHARLOTTE (Available to residents) | | | | | | | | |
| Books for babies | Skidegate Daycare CCRR Playgroup | Sk'aadgaa Naay Elementary - Welcome to KG - PALS - French | Sk'aadgaa Naay Elementary | QC Secondary | QC Secondary - Mentor prog - English skills dev. - Roots of empathy | | 1-on-1 literacy tutoring available. No adult learners participating | Adult Day prog |
| IDP | Speech & language pathologist Supported Child Care | Speech & language pathologist Supported Child Care | Speech & language pathologist Supported Child Care | Homework Hangout Haida Gwaii Youth Society | Homework Hangout Haida Gwaii Youth Society | | Parent Education Workshops | Seniors Group |
| | Child Centre - Ready Set Learn | Living & Learning School | Living & Learning School | | | Adult Learning Centre | Adult Learning Centre | |
| | Tigger & Tots Family | | After school prog | | IWS | IWS | IWS | IWS |

| | | | | | | | | |
|--|--------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|--------|--------|--------|
| | Daycare | | | | | | | |
| | Mother Goose | | | | | | | |
| Vancouver Island Regional Library (VIRL) | (VIRL) | (VIRL) - summer reading prog | (VIRL) | (VIRL) | (VIRL) |
| | | | ebus | ebus | ebus | ebus | ebus | ebus |

| Prenatal & Perinatal | Birth to 5 yrs | KG to G3 | Grades 4 – 7 | Grades 8 – 9 | Grades 10 -12 | Young adults | Adults | Seniors |
|--|--|---|---|---|---------------------------------|--------------|--------|---------|
| SANDSPIT (Available to residents) | | | | | | | | |
| Books for babies | Ready Set Learn at Friday am (no longer taking place due to lack of heating) | Agnes L. Mathers Elementary - Welcome to KG - PALS | Agnes L. Mathers Elementary ebus | Agnes L. Mathers Elementary ebus | QC Secondary | | | |
| | Speech & language pathologist Supported Child Care | Speech & language pathologist Supported Child Care | Speech & language pathologist Supported Child Care | | | | | |
| Vancouver Island Regional Library (VIRL) | (VIRL) | (VIRL) - summer reading prog | (VIRL) - summer reading prog | (VIRL) - summer reading prog | (VIRL) - summer reading prog | (VIRL) | (VIRL) | (VIRL) |

Appendix B

Literacy Symposium summaries of links, gaps, opportunities, and barriers

The following charts were generated at two island wide literacy symposiums held in Skidegate on June 12, 2007 and in Old Massett on June 13, 2007. The information gathered has been used extensively in the formation of the community and school district literacy action plan.

Skidegate literacy inventory critique (summary)

| <i>Existing Links</i> | <i>Service Gaps</i> | <i>Opportunities</i> |
|--|---|---|
| <ul style="list-style-type: none"> - Strong Start - Between levels of education - Between municipal government & literacy - Old Masset Haida elders in the schools - Literacy Haida Gwaii has created good links with service providers on the islands & schools - Open school district boundaries - Link between school district & literacy <ul style="list-style-type: none"> ▪ K-12 system ▪ SHIP & Masset's Haida language program as cultural language ▪ Summer programs like Swan Bay rediscovery - make adult day program available to all - Islands Women Society | <ul style="list-style-type: none"> - library - resources like books & technology - driver's education - Infant/toddler care - preschool - counselling in schools - diagnostics for learning disabilities, etc. - career prep for young ages - Subsidized transportation between communities i.e. linked to inter-island ferry schedule (inter-island bus) - Lack of speech language support for G8-12 students - Educational opportunities for youths - Not reaching vulnerable families - Ready access to instructors - Basic Math/English trades etc not made available - Lack of guidance counselling - Lack of courses offered for high school completion - More speech pathologists needed - Scouting programs to involve more parents with schools & children - Life skills programs for grades 8-12 - Counselling services for opportunities & needs for workers, trades, career - Need lifelong learning centre for all ages | <ul style="list-style-type: none"> - TOWES (testing of workplace essential skill) - Supported programs to help people find employment, find skills and lack of skills - Combine resources - Teen centre - Literacy for entrepreneurs - Preschool literacy & language programs - Are we missing opportunities for service providers to work together? - Birth package of 'Books for Babies' program go back to library? - Specific programs to get people specialty courses needed to succeed - Create a safe way of promoting literacy & certification in a comfortable setting - More opportunities for personal growth to promote literacy skills ex. Workshops - Tracking system throughout their progress in school system - Growing space in Rupert Learning Centre - French immersion in SNES - Mentoring programs K-12 in all schools - English skills development - Roots of empathy for G4 to 7 |

| | | |
|--|--|--|
| | <ul style="list-style-type: none"> - Trades & apprenticeships, English skills development not in ALM - Homework hangout not at Sandspit - No preschool & daycare in Sandspit, MC, Tlell - No infant daycare - Leadership roles/positions - Alcohol drug counselling - Parenting programs - Limitations from our geography ex. Big expense for enrichment opportunities, travel, experience of other places, instruction/training services brought by number of people - Low population/interest | |
| <p style="text-align: center;"><i>Potential Links</i></p> <ul style="list-style-type: none"> - using rooms in schools as daycare or drop in play area - Kaay Heritage Centre - library - Offer younger students (G6-8) experiences with many career options - Literacy to seniors gatherings all island wide - SIP programs with schools, NWCC & AD50 - Language Nest program another early intervener | <p style="text-align: center;"><i>Service Duplication</i></p> <ul style="list-style-type: none"> - not enough services NWCC & learning centres at high schools offering same services | <p style="text-align: center;"><i>Barriers</i></p> <ul style="list-style-type: none"> - Less funding from government - Sandspit is an island ferry service - Long travel time to Tlell and MC - Institutional inflexibility i.e. trying to do alternative education at high school or anything creative - No information about how to access adult education - Lack of funding for those who want to get their upgrading done - Lack of funding for families in need of childcare - Shortages to media access, computers & courses - NWCC's limited opening hours - Population spread thin over archipelago - Distrust in outsiders & outside knowledge/opinions - Lack of role models - Rights of passage for child-adolescence-adult |

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Old Masset literacy inventory critique (summary)

| <i>Existing Links</i> | <i>Service Gaps</i> | <i>Opportunities</i> |
|---|---|--|
| <ul style="list-style-type: none"> - Chief Matthews (Haida Language) - Literacy Haida Gwaii - OM Family Centre - OM Haida Health Centre & Infant development program - Speech and language | <ul style="list-style-type: none"> - Seniors Literacy Services - Preschool & CRR - Licensed daycare - Head Start - Computer and internet access - Library hours - Class 4 licensing - transportation for Old Masset, New Town to access Masset - homework club - Ongoing youth leadership training, life skill development, self-esteem, general youth programming with learning component e.g. youth trips to South Moresby - Support for high school students who didn't finish school - Masset Learning Centre | <ul style="list-style-type: none"> - Career Centre - Book clubs for adults - Creative writing publications island wide (possibly submit for running page in Observer) - Homework clubs (SD#50, Teen Centre) - Legal aid support - Public Health presentations - Childcare subsidy - Community wide free access to broadband technology e.g. non profit tech/lab/internet café - OM Radio - MHTV - Delkatla Nature Centre - Bus service if someone had a license to provide transportation - Distribute resource books and keep it current with phone numbers for all to access - Address the needs of those who are raising children |
| <i>Potential Links</i> | <i>Service Duplication</i> | <i>Barriers</i> |
| <ul style="list-style-type: none"> - PAC e.g. give a book as present on children's birthday - Senior Clubs like Flo Perdue (Masset Adult day program) - Success by 6 | | <ul style="list-style-type: none"> - Transportation on the island - Lack of monetary incentive to start daycare - Lack of access to technology or insufficient outdated resources available |

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|--|--|---|
| <ul style="list-style-type: none"> - Adult day program - Family centre with resource lending library - Running club: provide books as prizes in Port for students & parents - VIRL & school libraries - Pool monetary resources together for adult learning e.g. NWCC, SD#50, LHG, Gwaii Forest, Gwaii Trust - Youth programming - Cultural literacy - Skill building - Personal & cultural development as prevention measures for criminal activities or risk a becoming victimized - Drugs & alcohol awareness | | <ul style="list-style-type: none"> - Computer illiteracy as there is limited training - Funding to produce full programs wit appropriate support to the facilitator to ensure success - Computer & internet access - Participation - Marketing events - Library hours - Intake dates for seasonal work - Mandate does not match capacity of organization - no easy access of phone numbers - a neutral territory for service location - takes more time to establish relationship to provide service |
|--|--|---|

Appendix C

Haida Gwaii Literacy Program Partners

Success by Six

- transportation for parents to Strong Start in Tahayghen (Old Massett and Masset)
- Robert Munch (May) Organization of all island participation linking with School District No 50 and Haida Gwaii Literacy
- Calendars for Masset and Old Massett with list of services
- Looking to providing affordable childcare for Haida Gwaii linking with SD 50 and northern Credit Union and other interested parties.

Transition Houses

- Support community literacy programs through advising parents of their availability
 - Share a large selection of healing information and books with island women
 - Improve literacy through music and play
- Advise interested women about adult education available.

Old Massett Village Council and Skidegate Band Council

- Language Nest (Haida name for language program), family and child programs
- wish list includes organizing a library for Old Massett Village
- Chief Matthews School language and culture program, meaningful work
- Babysitting courses offered
- Haida carving project apprentice
- Carpentry apprentice program
- Culinary arts program
- Safety and basic training courses offered
- Old Massett Village provides vans for transporting learners
- Skidegate Haida Immersion Program (SHIP)

Northwest Community College and Qaay'Linagaay Centre Programs 2008-9

- essential skills for work
- career and college preparation
- art institutes
- Haida carving for youth

- coastal Guardian program
- hotel/restaurant management
- culinary arts
- continuing education
- employment related certifications
- entrepreneurial skills
- house inspection
- elder college
- professional programs
- Transport Canada certifications
- marine programs
- entry level hotel and restaurant training
- residential building
- maintenance worker program
- apprentice carpentry over two winters
- eco-adventure tourism
- ACE IT: Carpentry level 1
- Special Education Assistant (part time over 2 years starting Sept 2008)
- Early Childhood Education certification if sufficient interest

School District No 50 (Haida Gwaii /Queen Charlotte)

Early Learning Programs

- Strong Start Tahayghen, Sandspit, and outreach for Queen Charlotte and Port Clements
- Ready Set Learn, all communities
- Mother Goose, all communities
- Pals in all district elementary schools
- Welcome to Kindergarten in all elementary schools
- Professional Development for early childhood educators (ongoing)
- Development of locally relevant early learning resources
- Roots of Empathy project
- Infant massage

Elementary and Secondary Programs

- Smart Reading program in all schools
- Special education assistants at all schools
- Haida Language and Culture programs Tahayghen, GMD, QCSS, and Sk'aadgaNaay
- English as a 2nd dialect programs
- Haida Role Model Program

First Nations Resource Workers (Tahayaghen, GMD, QCSS, SNES)

Taay yaan nuhl program (QCSS)

E bus at ALM and support worker at North End

Community Links provides counselling, food program, outdoor education

District Pro-D includes: Smart Reading, Rock Solid, WITS Up, TRIBES, Dawn Reithaug Reading and Behaviour work, Guided Reading, PWIMS, Performance Standards, Gordon Neufeld “relationships” are the foundation of literacy

Haida Gwaii Literacy Programs

-Robert Munch book visit May 21, 2008

-Richard Van Camp (First Nation's author) visit October, 2008

-Family Literacy Week events, pyjama parties in all communities

-Sponsoring a Smart Reading workshop for parents

-group tutoring

-Imagination Library

-Homework Hangout at Sandspit and Queen Charlotte

Mental Health: support learners with learning

Old Massett Adult Day Program support in reading, stories

-Volunteer tutors for NWC College courses

-Outreach for NWCC, Career Development

-Haida Gwaii Story Project

-Internet safety workshop for parents (North and South)

-Sponsoring literary readings at closing of All Island Art Show

- one to one tutoring

- tutor support in basic computer skills and financial/budgeting literacy

- Rochelle Strauss environmental workshop for teachers and families

- organisation and sponsorship of island-wide literacy programs

Appendix D

Thinking about the 2009 Plan

1. What changes do you observe about your community since submitting the 2008 District Literacy Plan?

Since the implementation of our island-wide Literacy Symposia and Literacy Forums, several organizations have now a clearer understanding of the literacy process and are stepping in to work together in addressing the issues of literacy. For example, Skidegate Haida Immersion Program (SHIP) and the Old Massett Language Nest program have actively worked on Haida place names signs in their communities. Through their initiatives, the communities were able to address the issue on promoting knowledge of the Haida language and culture as an integral part of island. After consulting with Literacy Haida Gwaii, the Old Massett Village Council also started a weekly Family Literacy Night where families come together for an evening meal and play board games.

2. What is the stage (or stages) of community literacy planning?

Haida Gwaii is already in stage three, the implementation stage of the community literacy plan. A celebration is planned for early August, with the announcement of our success in our communities and the official kickoff of Dolly Parton's Imagination Library at the Tlell Fall Fair.

4. What new initiatives are planned (upcoming programs initiated by LHG)?

- A four-day workshop on First Nations storytelling, creative writing and art transformation is planned for November. Richard van Camp is a Dogrib Nation storyteller who will run the creative writing component and children's book illustrator, George Littlechild of Cree Nation, will work on art transformation. The last day of the workshop will see each participant talk about the story and the art transformation that they have created. Richard and George have collaborated in such a joint workshop in California, Chetwynd and Inuvik with great success.

- Partnering with Success by Six, CCRR, Northern Health and Literacy Haida Gwaii, we are working on a series of parenting workshops for the coming year. This is in line with one of the issues we need to address based on our community literacy plan. We will be working together to formulate a workshop series and using an informal setting to deliver them – in people's homes, Transition House or even slotting the parenting program as part of other organizations' existing programs.

- SD50 will be supporting Literacy Haida Gwaii in bringing Diana Twiss of Literacy BC here to facilitate a "Writing Out Loud" workshop. This workshop will benefit teachers, parents and youth. Writing Out Loud allows writers to learn through writing and

sharing what is important to them. It focuses on putting our thoughts, feelings and worries into written words and on enjoying the writing process.

5. How will Regional Literacy Coordinators and Literacy Outreach Coordinators contribute to the literacy work in your community over the next year?

The Literacy Outreach Coordinator will be working on implementing the above new initiatives over the next year at the community level. Volunteer tutoring programs will continue and Literacy Haida Gwaii will continue to provide literacy support to other service providers and learners on the islands. The Coordinator will continue to network and work on outreach with the support of the Regional Literacy Coordinator Dee McRae.